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THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

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Educational News and Editorial Comment

PREPARATION FOR BANKING

The *Bankers Magazine* has an article and an editorial in a recent issue which will be of interest to high-school officers. The editorial describes the situation which prompted the article as follows:

There is presented elsewhere in this number of the *Bankers Magazine* an article by Irwin G. Jennings, assistant secretary of the Metropolitan Trust Company of New York, on the subject of "Solving the Problem of Supplying Junior Clerks for the Financial Institutions of Our Great Cities." This title implies that at present there exists a lack of available raw material out of which the future bankers of the country are to be formed. Undoubtedly this lack has received fresh attention owing to the fact that many banks have been short-

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handed to an extent greater than usual because of the demands made on their employees for military and naval service. When normal conditions are restored the supply of bank men will be more plentiful.

But probably the real point of the matter does not relate so much to the numerical supply as to the quality of the material available for bank work. . . .

Mr. Jennings rightly considers banking of great importance to the community, and his plea that its ranks be filled from a body of specially selected young men, preferably from the country, has much in its favor. He proposes that the selection of men for bank work in the larger cities be made by a co-operative effort on the part of the local high school and the local bank; that the young men so chosen be given positions in the city banks, paid a fair salary, and that they be permitted to continue their educational studies until they complete, if desired, the equivalent of a college course. The city banks are to form associations which would assure continuous employment, under proper limitations, to the young men and would have some general oversight of their welfare.

The banking business of the United States needs, as never before, trained and educated men, and the suggestion of Mr. Jennings may afford a practicable means of securing them. Some banks have been doing as individual institutions practically what he believes might more advantageously be done collectively.

It would react favorably upon popular opinion about banking if it could be shown that the bankers of the country are taking a deep interest in the young men, without purely selfish motives, and it ought to be of great value to any community if some of its boys every year, while pursuing their college studies, could receive the sound and varied business training which the offices of the great city banks afford.

The article by Mr. Jennings describes the following plan for meeting the situation:

1. The formation in each of our great cities of an association of banks, trust companies and financial institutions for the purpose of bringing into their employ as junior clerks the young men graduates of small city and village high schools.
2. The administration of the affairs of such association in general by a board of trustees and in detail by a paid director or secretary.
3. The planning and raising of a budget for financing such organization by contributions from the member banks based upon the estimated number of junior clerks to be furnished by the association.
4. The organization, in selected small cities and villages supporting high schools, of an interest in the purposes of the central association under the leadership of a committee composed of the principal of the high school and one or more bankers of the locality.
5. The selection by the above committee of two or more graduates annually from each of the high schools represented for the purpose of receiving scholarships to be presented by the associated banks.
6. The securing of complete co-operation between the association and approved educational organizations of the city center in the matter of receiving the recipients of the scholarships as students and the terms and conditions of their enrollment.

7. The formulation by the association of rules governing the conditions of the scholarship award and the salary, hours and details of the service required of the clerks.

8. The securing, maintenance and extension by the secretary, of both the city bankers' interest in the movement and that of the local high schools and their students.

9. The reception in the city center, by the secretary, of the new men on their arrival, their proper placement in good homes, in positions in the offices of the associated members and in the classes of the co-operating educational institutions; the secretary throughout the year acting as advisor and confidant of the boys and exercising a personal and sympathetic supervision over their progress.

10. The inception and carrying out of plans looking to the welfare of the clerks and students and the unification and improvement of their ideals in connection with their new vocation.

11. The establishment of a clearing-house of information and a medium by which deserving clerks may be brought in touch with more ambitious banking positions.

TEACHING OF SOCIAL OBLIGATIONS

The President's second industrial conference included in its program for regional boards to prevent the disruption of industry a pronouncement on modern social conditions that might very well be taken as a text for a sermon on a new demand in education. The complexity of social relations is such that we can no longer assume that even neighbors will understand each other. It is futile to talk about final adjustments of such relations until intelligence about them is deliberately cultivated in educational institutions. The statement of the industrial conference is as follows:

Our modern industrial organization, if it is not to become a failure, must yield to the individual a larger satisfaction with life. It makes possible a greater production of material things. But we have grown so accustomed to its complexity that we are in danger of forgetting that men are today more dependent on each other than ever before. The spirit of human fellowship and responsibility was easier to maintain when two or three worked side by side and saw the completed product pass from their hands. Yet their co-operation was actually less necessary because each by himself was more nearly capable, if circumstances demanded, to meet the needs of life. Today we have a complex interweaving of vital interests. But we have as yet failed to adjust our human relations to the facts of our economic interdependence. The process toward adjustment, though slow, nevertheless goes on. The right relationship between employer and employee in large industries can only be promoted by the deliberate organization of that relationship. Not only must the theory that labor is a commodity be abandoned, but the concept of leadership must be substituted for that of master-ship. New machinery of democratic representation may be erected to suit the conditions of present industry and restore a measure of personal contact and a

sense of responsibility between employer and employee. The more recent development of such machinery with the co-operation of organized labor is a hopeful sign. But back of any machinery must be the power which moves it. Human fellowship in industry may be either an empty phrase or a living fact. There is no magic formula. It can be a fact only if there is continuous and sincere effort for mutual understanding and an unfailing recognition that there is a community of interest between employer and employee.

That the schools are not playing their part in cultivating the mutual understanding necessary to industrial prosperity could be proved by an analysis of the course of study. There is, however, another line of evidence to which the attention of the writer was drawn on the day before the appearance of the above quoted statement. The fact is that the public does not expect the schools to cultivate a sense of social responsibility. The following editorial may not be typical of universal opinion about the high school, but it comes very near being such. It will continue to be such until the high school and the elementary school also make instruction in social matters an explicit part of their programs. The editorial is from the *Chicago Daily News*.

IMMATURITY IN UNIVERSITIES

Too close association between the universities and the public schools may be deprecated with justification. To the common assertion that high-school curricula are dominated to a harmful degree by university entrance requirements may be added the equally fervent complaint that the university is suffering from the intrusion of high-school methods and purposes. In a greater dissociation, it may be asserted with reason, there are mutual advantages.

The course and credits system of American universities has much in it to defeat the educational morale of a responsible student. Adapted to the care-free immaturity of high-school age, its insertion into university life tends to perpetuate that irresponsibility to the disadvantage of those of a truly university caliber. It is no accident that ordinarily our youths of 20 and 22 equal in educational age and training those of not more than 18 in European universities.

Initiative in public matters is something that we have long ceased to expect from university students. A night shirt parade, a polyphonic college yell, fairly express the social limits of student responsibility. With materials at hand for that invaluable service which young and energetic idealism can give in public questions, most of our students remain, while in the university, in relative ignorance and apathy.

This immaturity may be due in large measure to the high-school point of view in our universities. Although the supporters of the credits system undertake to justify its enforcement by the obvious immaturity of the American student, it may well be a factor of that immaturity. Where grades and credits are the object of collegiate endeavor, where courses consist of required systems of

artificially outlined facts, there can be but little of that vigor and responsibility so essential to the contact of inner life with outer reality. American university students in general are given too little opportunity to be responsible.

A welcome exception to the general indifference of students in public affairs occurs now and then. For example, 250 women of the University of Idaho recently pledged themselves to a campaign for a special legislative session that Idaho might ratify the woman suffrage amendment to the federal constitution. With the express purpose of taking the work into their home towns during the holidays these university women have brought their ideals with unusual effectiveness into contact with the social and political matters of the state. They are working toward a definite objective of social importance.

The old ideal of the university in which the students are true scholars with a functional value in social opinion is not necessarily past. The present condition of the student does not show the unassailable immaturity of years but the immaturity of education and tendency which can be bettered.

NEW YORK SCHOOL PROBLEMS

The *School Review* has from time to time informed its readers of the educational turmoil in Chicago. On several occasions a statement not unlike that which now appears in the bulletin of the Public Education Association of New York City has seemed appropriate to those of us who observe at close range one of the two largest and probably worst disturbed school systems of the country.

If there is any truth in the old saying that misery loves company, New York may well feel consoled at the spectacle of educational mal-administration in Chicago. It is doubtful whether there has ever been a more complete demonstration of what machine politicians and spoilsmen can do with public education than that given by the second largest city in America.

Reversing the formula, it may be interesting to those who live west of the Alleghanies to have a clear statement of the situation in New York City. This is supplied in the bulletin of the Public Education Association of December 13, 1919, from which the following lengthy quotation is borrowed:

WHEN IS EDUCATION ACTUALLY A STATE FUNCTION?

The recent decision of the Court of Appeals establishing the right of the Commissioner of Accounts to examine the financial records of the school system has failed to clear up, to any appreciable extent, the real conflict between the school and city authorities regarding the management of the schools. Indeed it would seem that the decision has served, if anything, to increase the cause of the confusion.

The decision of the Court definitely provides that, inasmuch as the Board of Estimate and Apportionment is required by law to determine the amount of money to be annually appropriated for school purposes, it has the undisputed

right to make inquiries through the Commissioner of Accounts and in other ways to ascertain the facts upon which to base its action. So far, so good. No one will dispute the fairness of such a proposition. There certainly can be no objection on the part of any public spirited citizen to having all possible light thrown in the proper way upon the honesty and efficiency with which public funds are expended, whether they be for school purposes or for any other function of government. As a matter of fact, however, the Comptroller has always exercised that power, by virtue of the fact that all vouchers for public school expenditures must be countersigned by him before becoming valid. The decision of the Court of Appeals, therefore, simply confirms that practice and adds that the Commissioner of Accounts, as the agent of the Mayor, may also scrutinize the expenditures of the Department of Education.

If the right of inspection were all that is involved in the dispute between the city and school authorities, therefore, the matter could easily be dropped. It is a question, indeed, whether the dispute would have ever arisen. The real question which has bothered responsible school officials, as well as many thoughtful citizens, is whether it is legal or *wise*, if legal, for the Comptroller to use this power of inspection and audit as a means for actually *controlling* the expenditure of school funds and thereby, in effect, determining school policies from day to day.

The situation is briefly this: After the annual appropriation has been finally granted by the city authorities, it is next to impossible for the Board of Education, as unforeseen emergencies arise, to make any transfer of funds from one segregated item to another without the approval of the Comptroller. The Comptroller thus does not confine his action merely to seeing whether the funds are expended honestly, or inquiring why, for purposes of publicity, such changes are made, but actually assumes the right to veto the action of the Board of Education, even though such veto may reverse the policy of that Board. Innumerable instances might be cited where the work of the schools has been seriously handicapped and jeopardized by such arbitrary action by the Comptroller, in this and in other administrations, in passing negatively upon or unduly delaying action upon pressing matters officially determined by the Board of Education, the body which is designated in the statute as the policy making body for the schools.

Instead of pointing a way out of this unfortunate confusion of powers, the decision of the Court seems to obscure the situation further by the following statement:

"Public education is a state and not a municipal function. Boards of Education are branches of the State Government charged by the State with the administration of its educational system. Although public education is a state and not a municipal function some part of its administration may, by the State, be committed to a municipality and to a Board of Education as a department of such municipality, and its administration will thus rest upon a specified and prescribed division of authority and responsibility.

* * * *

"While the educational affairs in each city are under a general management and control of the board of education, such board is subject to municipal control in matters not strictly educational or pedagogic."

Just what this means, specifically, is a question. Where does the authority of the Board of Education as an agent of the State begin and end? Is the type of school seat, for example, an educational or a non-educational matter? Is the kind of school building in which children are to be taught to be determined from the point of view of educational policy primarily, or from the point of view of some other policy? And what about textbooks and the 57 or more other varieties of "educational" supplies? Are they to be determined on the basis of educational policy or not? Apart from the determination of the size of coal to be used in heating buildings and whether or not the cinders shall be sprayed with a solution of oxalic acid and rock salt for the purpose of economizing fuel, we can think of few questions connected with the process of education which should not be determined primarily from the point of view of educational policy rather than from any other.

Such vague statements of the Court without specification, therefore, tend to increase, rather than lessen, the strain of conflict at present playing havoc with our public school system.

Without specific definition, furthermore, such a general statement that there is a more or less vague division of responsibility between the municipality, on the one hand, and the Board of Education as the agent of the State, on the other, increases the difficulty of applying concretely the decision of the same Court to the effect "that the Commissioner of Education, as the chief executive officer of the State system of education, can determine school matters of policy and administration and in doing so is not subject to review by the courts." Under the circumstances, we should not like to be in the boots of the State Commissioner in passing upon what is and what is not within his jurisdiction. We should feel strangely in the position of playing hide and seek with the law, with the embarrassing danger ever present of being caught overstepping the limits of our power. Is that a proper or dignified position in which to place the chief educational officer of the great State of New York?

Fortunately, the Court indicates the way out of the dilemma in the concluding paragraph of the decision:

"If the State, through its legislature, intends to make the Board of Education of the City wholly independent of municipal action and prevent the City or the officers and Boards thereof from asserting any authority relating to matters connected with the public schools and the determination of the expenditure therefor, it should be stated by it in such clear language that its intention is 'unmistakable.'"

Everyone will admit that the perennial conflict between the school and city authorities of New York over who shall determine educational policies is detrimental to the welfare of the schools and should be cleared up promptly one way or the other.

The failure of the Court of Appeals in its recent decision to clear this matter up through judicial procedure serves but to emphasize the importance of so revising the law as to remove the doubt as to where specific powers and responsibilities lie.

Until that is done it would seem inevitable that the decision of the Court will tend to add to rather than detract from the present confusion, with its resultant effect upon the efficiency of the schools.

COST OF BOOKS

The Macmillan Company has compiled for the use of its agents a very illuminating diagram showing the increases in cost which enter into the making of books. The largest single increase for raw material is for paper which has risen 95 per cent since 1914. On the side of wages it is noted that men compositors have been increased 75 per cent; women compositors, 100 per cent; printers, 83 per cent; and binders, more than 75 per cent.

The statement might be made even more impressive by pointing out that not only have costs gone up but materials and labor are much more difficult to get than they were in 1914. Some of the minor items called for in making textbooks are so scarce or high-priced that they are almost out of the question. Thus, binders' board has gone up 150 per cent, and silesia, sateen, and duck have gone up 400 per cent.

Authors do not cost more than they used to. Royalties are about the most stable and least exacting part of the book business. This statement, it should perhaps be noted, is not quoted from the diagram to which reference is made above. The part of the diagram which is intended to be most impressive from the publisher's point of view is that in which the retail price of books is shown to have gone up only 28 to 45 per cent. The author and the publisher ought perhaps to join hands and compliment each other on the fact that the really substantial contributions to the book business are those least affected by the rising market of recent years.

THE FEDERAL DEPARTMENT OF EDUCATION

Professor Burris of the University of Cincinnati has sent to the editors of the *School Review* a lengthy discussion of the bill now before Congress providing for a federal department of education. It is not possible to print this attack on the present bill in full because of our general rule that we will not knowingly reprint articles which appear in other educational journals. We are glad, however, to give space to a review of Professor Burris' proposal.

After pointing out that discussion of the present bill has been very limited and that the example of England, so far as it contributes light on the matter, does not encourage the creation of a federal secretary, Professor Burris calls attention to the fact that the experience of our own states and cities favors government by non-partisan boards of education which elect as their executive

officers superintendents with the qualifications of experts. This example Professor Burris would have followed by the federal government.

The *School Review* has on other grounds than those pointed out by Professor Burris indicated its conviction that the Smith-Towner bill cannot pass and ought not to pass.

The present writer does not believe that a federal board of education can be constituted which will be effective. The contentions of Professor Burris furnish, however, a favorable opportunity to call for a more exhaustive study of possibilities than was made by the commission which framed the first draft of the present bill. The present form of the bill is sufficiently different from the first draft to indicate that a broader study was needed than the original commission made. Since the bill was drafted great changes have taken place in the congressional situation. Is it not time to call into conference all the parties concerned in such legislation for the purpose of securing a law that will really work?

The Federal Board for Vocational Education, it is well known, served notice that it would oppose any bill that gave the department of education any share in its work. The Department of Agriculture was supposed to be opposed to the new department if it assumed to take a hand in the teaching of agriculture. Would it not be farsighted to call into conference these parties of opposition? Would it not be well to hear such plans as that proposed by Professor Burris discussed to a finish? Then we should have what we do not now have—a clear, definite statement of the proposed department and its relations to other divisions of the government. The present bill is weak and vague and so overburdened with the appropriation section that there is grave danger, if it could pass, that it would create not a department of education but an auditing agency to annoy the states in their enjoyment of a federal gift.

SHORTAGE OF TEACHERS IN THE UNITED STATES

The November bulletin of the National Education Association gives a statement regarding the present shortage of teachers and the probable shortage for next year which should have grave consideration by American communities. The statement is as follows:

More than 100,000 teaching positions in the public schools of the United States are either vacant or filled by teachers below standard, and the attendance at normal schools and teacher-training schools has decreased 20 per cent in the

last three years. These startling facts are shown by the complete report of an investigation made by the National Education Association.

Letters were sent out by the Association in September to every county and district superintendent in the United States asking for certain definite information. Signed statements were sent in by more than 1,700 superintendents, from every state, representing 238,573 teaching positions. These report an actual shortage of 14,685 teachers, or slightly more than 6 per cent of the teaching positions represented, and 23,006 teachers below standard who have been accepted to fill vacancies, or slightly less than 10 per cent. It is estimated that there are 650,000 teaching positions in the public schools of the United States, and if these figures hold good for the entire country there are 39,000 vacancies and 65,000 teachers below standard.

These same superintendents report that 52,798 teachers dropped out during the past year, a loss of over 22 per cent. On this basis the total number for the entire country would be 143,000. The reports show that the shortage of teachers and the number of teachers below standard are greatest in the rural districts where salaries are lowest and teaching conditions least attractive.

The states in which salaries and standards are highest have the most nearly adequate supply of teachers. California shows a combined shortage and below standard of $3\frac{1}{2}$ per cent; Massachusetts shows $4\frac{1}{2}$ per cent, and Illinois 7 per cent. In at least six of the southern states more than one-third of their schools are reported either without teachers or being taught by teachers below their standards.

Nearly all of the superintendents declare that teachers' salaries have not increased in proportion to the increased cost of living, nor as salaries have in other vocations, and that teachers are continuing to leave the profession for other work.

Reports received by the National Education Association from normal school presidents show that the attendance in these teacher-training institutions has fallen off alarmingly. The total attendance in 78 normal schools and teacher-training schools located in 35 different states for the year 1916 was 33,051. In 1919 the attendance in these same schools had fallen to 26,134. The total number of graduates in these schools in 1916 was 10,295, and in 1919, 8,274. The total number in the graduating classes of 1920 in these 78 schools is 7,119. These figures show a decrease of over 30 per cent in four years in the finished product of these schools.

The presidents of these institutions state that in order to induce promising young men and women to enter the teaching profession and thereby furnish the country an adequate supply of competent, well-trained teachers, there must be:

1. Higher salaries for trained teachers;
2. Higher professional standards, excluding the incompetent and unprepared;
3. A more general recognition by the public of the importance of the teaching profession;
4. More liberal appropriations to state normal schools and teacher-training schools in order to pay better salaries in these institutions and furnish better equipment;
5. Extending the courses and raising the standards in the teacher-training schools.

EDUCATING A CITY ABOUT SCHOOLS

The Public Education Association of Buffalo publishes twice a month a journal which bears the title *School and Community* and is devoted to the mission of informing the people of that city about their schools. Besides the directors of the association which publishes the journal the board of editors includes the librarian of the public library, the superintendent of schools, the principal of the local state normal school, the resident member of the board of regents of the state department, a member of the board of education, and representatives of the Chamber of Commerce, National Congress of Mothers, National Association of Corporation Schools, and other organizations.

The following statement indicates the way in which the journal will go about its task:

School and Community proposes to keep the public informed as to the progress, activities, and plans of the School Department, and, in addition, to tell what the many civic organizations are doing to extend the usefulness of the schools or to increase the educational opportunities of the city.

School and Community is planned to meet the needs of men and women who want to follow big events in the school system, who desire truthful, authoritative statements regarding school affairs, who haven't time to hunt through the daily press and sift out what they want.

The journal is for those who think seriously of the problems involved in developing the child into an educated, well-informed, self-supporting citizen—problems involving the expenditure of millions of dollars yearly, the maintenance of a large system of school buildings, and the employment and supervision of 2,500 teachers who in turn must deal with 65,000 school children.

In order to keep its policy broad and sound, *School and Community* has a Consulting Board, made up of men and women representing the many activities and interests of the city, such as industry, commerce, labor, social welfare, civic interests. The members of this board, who are all well-known citizens of Buffalo, represent every section of the city.

The journal is not published for profit. Its aim is to help in uniting all civic forces in this great common interest—the education of our children.

Suggestions, editorial contributions, advertising support and subscriptions are desired to make this community adventure in school journalism a real force in our city.

Will you not send today your check for \$1.00 or more for membership in the Public Education Association, which includes subscription to *School and Community*?

The first issue of the journal opens with an article by one of the state educational officers and gives the people of Buffalo informa-

tion regarding the new law passed by the last legislature. A quotation from this article will serve the double purpose of giving an illustration of the way in which the new journal is to treat educational news and at the same time of supplying our readers with a brief statement about New York's law.

The part-time school law which was passed by the New York State Legislature of 1919 has been well called the "Children's Charter." This law guarantees to all children, resident of the state, an opportunity for education at public expense and under public supervision and control which will help to prepare them definitely for some occupation.

The law requires that all children between the ages of 14 and 18 who are not high-school graduates and who are not in attendance upon any full-time public, private, or parochial school shall attend part-time school for not less than four or more than eight hours each week during the regular school year and upon regular school days between the hours of 8 o'clock in the morning and 5 o'clock in the afternoon. Every community in the state with a population of 5,000 or more inhabitants must make provision for the instruction of a certain portion of the group required to attend commencing not later than September, 1920, and by September, 1925, must provide for the entire group.

The rules and regulations of the State Board of Regents and of the Commissioner of Education which govern the details of the organization and administration of part-time schools will be ready for distribution by February 1, 1920.

The part-time school is essentially a school for wage-earning boys and girls. Its purposes are limited to those which will function in the work-a-day world. In only a minor sense may it be considered a *continuation* school, for while it will continue the education of the children entrusted to its charge it will in no sense continue the formal general school work of the grades and the high school. Rather it will give such instruction as will help the child to choose intelligently some specific occupation, and then will do as much as possible to prepare him for that occupation.

NEWS ITEMS FROM SECONDARY SCHOOLS

INTENSIVE COMMERCIAL COURSE FOR FRENCH GIRLS

High School of Commerce, Springfield, Massachusetts.—(1) Giving the girls courses in American history and American literature for the purpose of acquainting them with American life and ideals and the fundamental principles of our government. For a time kept them in separate classes until they had acquired more familiarity with the English language, then placed them in regular classes so that they might have the opportunity to participate in the discussion of questions with students of American birth. (2)

In English, emphasizing especially the spoken language, giving constant drill in exercises that will improve enunciation and pronunciation of the English language. (3) Running through the entire course of two years is the teaching and practice of book-keeping, accounting, and office methods. Purpose—to give greatest possible familiarity with the work in best business offices during their second year, after having taught fundamental principles, putting them out for part-time work in the best business offices of the city, where they have opportunity not only to observe but also actually to become part of the organization of the office. (4) Girls are all electing some work in Spanish, stenography, economics, commercial geography, and science. Affords each of these young women opportunity to develop a course that shall be somewhat individual. (5) Object of this training is to fit these young women, whose average age is 20 years, to return to France and accept positions as teachers of business methods, and also as private secretaries. Some of the more capable of them will be qualified to become office managers.

CARLOS B. ELLIS

SUPERVISED STUDY

High School, Alton, Illinois.—One teacher last semester conducted four classes in second semester algebra, one with supervised study, the other three without supervision. The supervised class was larger than any of the other divisions and contained a much larger percentage of weak pupils; nearly one-third of its members had been "conditioned" on the first semester's work, while all the members of the other divisions had carried the first semester's work without conditions. Supervised class showed work superior to that of the other divisions in recitations, in time tests, and in quarterly examinations, and at the end of the semester all the members of this class carried the work, while there were failures in all of the other divisions.

So encouraging were these results that this semester provision was made for supervised study in fourteen classes, four in Latin, three in French, and seven in algebra. Classes average thirty each and devote ninety minutes to each subject under direction of the teacher. Formal division of the period into "study" and "recitation." Teacher has an opportunity to meet the individual

needs of each pupil, to explain difficulties only to those who need help, and to adjust the work to the varying capacity of different individuals.

BERTHA FURGESON

GENERAL INTELLIGENCE TESTS

The University of Minnesota High School, Minneapolis, Minnesota.—This high school has for three years given mental tests, designed to measure general intelligence, to all entering students. Students are assigned to sections on the basis of these examinations. This classification makes possible:

- a) the application of classroom technique suited to each section;
- b) a rate of progress consistent with the ability of each section;
- c) a better quality and a greater quantity of work in the abler sections;
- d) a reduction in the number of failures;
- e) a keener interest in each section—the slower students experience less discouragement and the faster students, because of keener competition, are less likely to contract habits of idleness and carelessness.

It has been observed that the correlation between the mental tests and achievement in the high-school subjects is highest in mathematics and science.

WILFORD S. MILLER